

EARLY CHILDHOOD EDUCATION CAREERS I

COURSE DESCRIPTION: (ECEC) *Early Childhood Education Careers I* will launch students on a career pathway into the field of early childhood education and may lead to entry level employment and/or post-secondary education. Content will provide a foundation in the concepts of child development theory and afford students the opportunity to integrate knowledge, skills and practices required for careers in early childhood education and related services. Laboratory experiences will offer school-based and/or work-based learning opportunities.

Family, Career and Community Leaders of America (FCCLA), the co-curricular student organization, provides students with opportunities for leadership development, personal growth, and school/community involvement.

Recommended Prerequisite: Family & Consumer Sciences (FACS) or
Personal, Academic and Career Excellence (PACE)

Recommended Credits: 1

Recommended Grade Levels: 10 - 12

Note (1): Standards should be taught before beginning any related laboratory experiences.

Note (2): Students should spend a minimum of 20% and a maximum of 30% of instructional time in laboratory experiences.

Note (3): Early Childhood Education school-based laboratory programs must operate within the standards and guidelines of the Tennessee Department of Education and other agencies governing the industry.

Note (4): This course is the first in a sequence that may be offered for post secondary articulation or dual credit. Articulation or dual credit is contingent on agreements between school systems and universities/colleges prior to course being offered.

Early Childhood Education Careers I

Course Standards

- Standard 1.0** Demonstrate leadership, citizenship and teamwork skills required for success in the school, community and early childhood education industry.
- Standard 2.0** Establish and maintain a safe and healthy learning environment for children.
- Standard 3.0** Analyze the development of infants, toddlers, preschoolers and school age children.
- Standard 4.0** Analyze the role of the teacher/caregiver in planning and presenting developmentally appropriate activities and guidance practices within the learning environment.
- Standard 5.0** Establish a productive relationship when working with children and their families.
- Standard 6.0** Examine the purposes, types and services of early childhood education programs and the criteria for determining program quality.
- Standard 7.0** Analyze career opportunities and establish a foundation of professionalism and ethical behavior.
- Standard 8.0** Perform safety examinations and maintain safety records.

Early Childhood Education Careers I Course Standards and Expectations

Standard 1.0 Demonstrate leadership, citizenship and teamwork skills required for success in the school, community and early childhood education industry.

Expectations and Performance Indicators:

- 1.1 Participate in the co-curricular Family, Career and Community Leaders of America (FCCLA) student organization.
- 1.2 Describe characteristics of good citizenship.
- 1.3 Develop skills to be effective leaders and participants.
- 1.4 Cooperate within a multicultural environment to achieve goals.
- 1.5 Practice leadership skills through participation in class and co-curricular activities.

Standard 2.0 Establish and maintain a safe and healthy learning environment for children.

Expectations and Performance Indicators:

- 2.1 Use a checklist to maintain a safe and healthy learning environment to prevent and reduce injuries.
- 2.2 Implement Occupational Safety and Health Administration (OSHA) and standard precaution guidelines to prevent illness and communicable diseases.
- 2.3 Demonstrate emergency and security procedures.
- 2.4 Implement strategies to teach children health, safety, nutrition and sanitation habits.
- 2.5 Plan, prepare and serve safe, healthy meals and/or snacks.
- 2.6 Recognize signs of abuse or neglect.
- 2.7 Use appropriate procedures to report suspected abuse or neglect.

Standard 3.0 Analyze the development of infants, toddlers, preschoolers and school age children.

Expectations and Performance Indicators:

- 3.1 Differentiate between hereditary and environmental influences on development.
- 3.2 Classify behaviors or events with regard to the appropriate area of development (physical, intellectual, social and emotional).
- 3.3 Analyze the relationship between play and development by providing a variety of equipment, activities and opportunities for learning.
- 3.4 Enhance the communication of young children by encouraging verbal and nonverbal means of conveying thoughts and feelings.
- 3.5 Recognize that early childhood education is based on research and theory.
- 3.6 Utilize methods for observing and recording, including anecdotal observations and checklists.
- 3.7 Identify appropriate community resources for making referrals for children with developmental delays.

Standard 4.0 Analyze the role of the teacher/caregiver in planning and presenting developmentally appropriate activities and guidance practices within the learning environment.

Expectations and Performance Indicators:

- 4.1 Define developmentally appropriate practices (DAP).
- 4.2 Evaluate DAP materials and activities for specific ages.
- 4.3 Plan developmentally appropriate experiences for children, making adaptations for children with special needs.
- 4.4 Plan the use of space, materials and routines for securing a developmentally appropriate environment.
- 4.5 Define anti-bias and identify resources for implementing an anti-bias approach in the classroom.
- 4.6 Practice effective transition activities.
- 4.7 Evaluate common reasons for problem behavior and demonstrate appropriate management solutions and positive guidance techniques.
- 4.8 Demonstrate the ability to maintain positive control in small and large group settings.
- 4.9 Identify and implement changes in program based on observation checklists and reports.

Standard 5.0 Establish a productive relationship when working with children and their families.

Expectations and Performance Indicators:

- 5.1 Develop a positive, friendly and cooperative relationship with children and their families.
- 5.2 Encourage parent/guardian to have a positive relationship with the child/children.
- 5.3 Describe how culture plays a role in relationships with families.

Standard 6.0 Examine the purposes, types and services of early childhood education programs and the criteria for determining program quality.

Expectations and Performance Indicators:

- 6.1 Recognize the purposes of early childhood education programs and how they interface with the multicultural perspectives and diversity of families within the local, state, national and global communities.
- 6.2 Differentiate the types of child care services and programs.
- 6.3 Assess the elements necessary for a quality early childhood education program.
- 6.4 Ensure a purposeful program by meeting the participant needs through competent skills and cooperative teamwork.

Standard 7.0 Analyze career opportunities and establish a foundation of professionalism and ethical behavior.**Expectations and Performance Indicators:**

- 7.1 Identify the value of the early childhood education profession to the family, community and society.
- 7.2 Assess personal traits and skills necessary for success in the field of early childhood education.
- 7.3 Examine educational prerequisites and training requirements in early childhood education, services and industry.
- 7.4 Formulate career goals based on opportunities for career pathways in early childhood education.
- 7.5 Introduce training, post-secondary education opportunities, and financial resources for early childhood education career preparation.
- 7.6 Identify professional organizations and their impact on the field of early childhood education.
- 7.7 Review the components of licensing and assessment for quality early childhood programs.
- 7.8 Review the components of the Tennessee Early Learning Developmental Standards (TN-ELDS) and the Head Start Performance Standards.

Standard 8.0 Perform safety examinations and maintain safety records.**Expectations and Performance Indicators:**

- 8.1 Pass with 100% accuracy a written examination relating specifically to ECEC I.
- 8.2 Pass with 100% accuracy a performance examination relating specifically to ECEC I tools, equipment and materials.
- 8.3 Maintain a portfolio record of written safety examinations and equipment examinations for which the student has passed an operational checkout by the instructor.